



Logic Model Evaluation Training

Logic Model Components

Compared with Evaluation Terms

<u>Model Component</u>		<u>Evaluation Term</u>
Statement of Problem/Need	(Column 2)	<i>Subject</i>
Activity or Intervention	(Column 3)	<i>Independent Variable</i>
Projected Outputs	(Column 4)	<i>Intervening Hypothesis</i>
→ Actual Outputs	(Column 5)	<i>Intervening Variable</i>
Projected Outcomes	(Column 6)	<i>Hypothesis</i>
→ Actual Outcomes	(Column 7)	<i>Dependent Variable</i>
Measurement Tools	(Column 8)	<i>Instrumentation</i>
Evaluation Process	(Column 9)	<i>Methodology</i>

The first seven Columns of the Logic Model present:

The Program's plan of implementation, and

The Program's "Theory of Change."

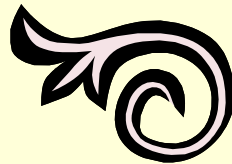
- A generic "theory of change" from a HUD Logic Model.

"With a given set of problems or needs (column 2) ...

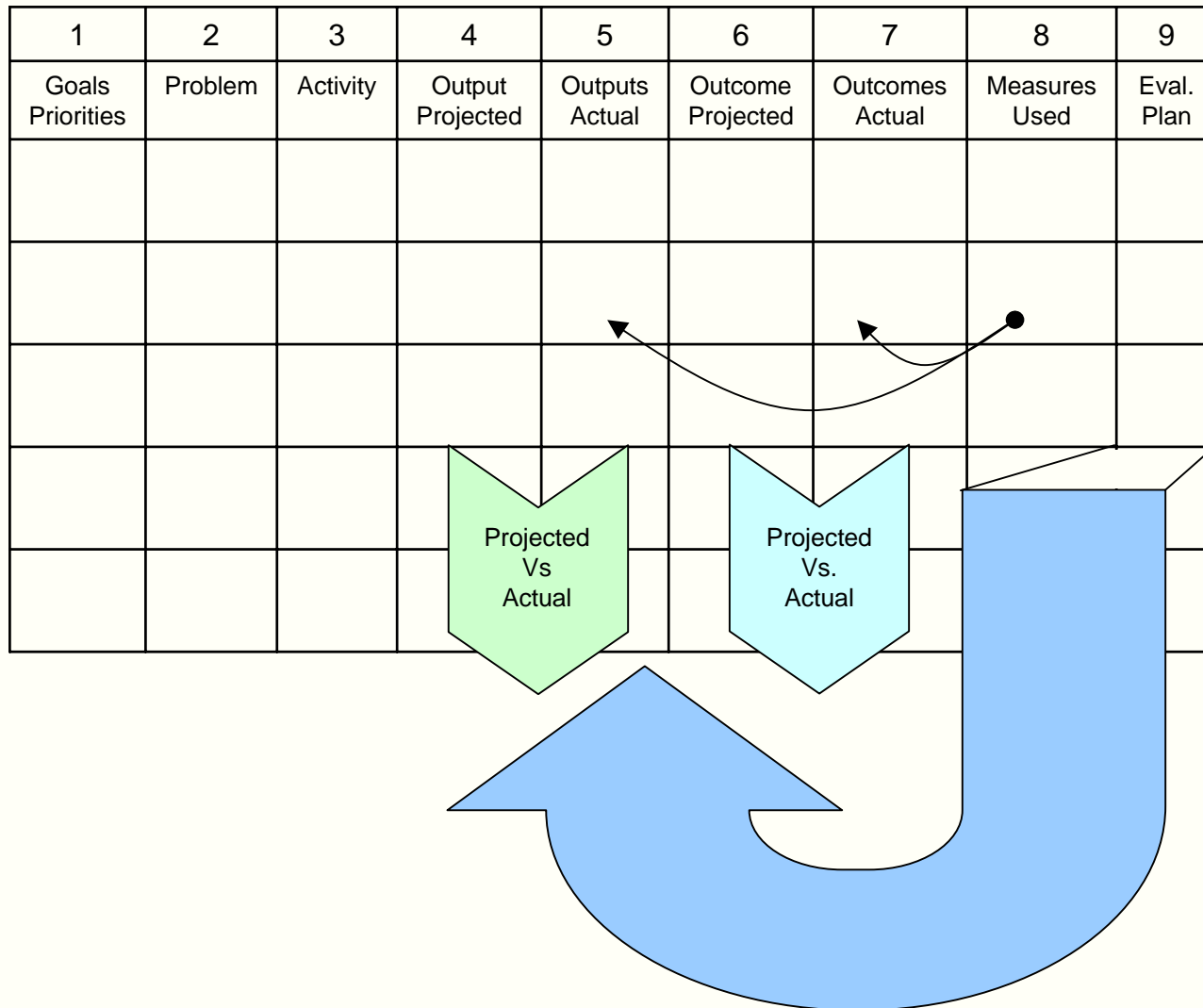
Applying certain Activities or Interventions (column 3) ...

Will generate outputs that interact with the problems or needs (column 4) ...

And those interactions will result in a change Outcome (columns 6 & 7)."

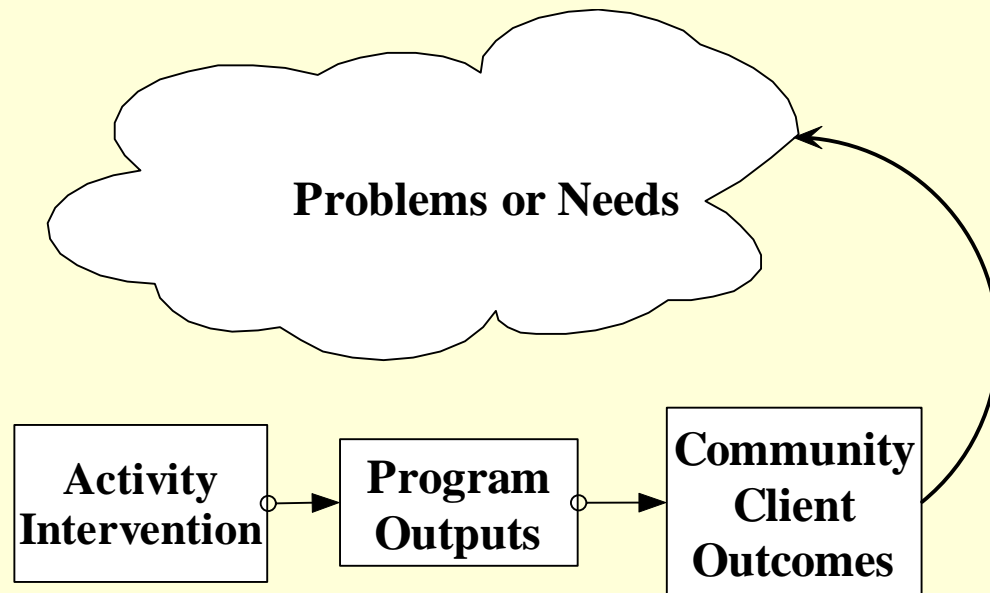


Columns 8 & 9 Integrate the Model into an Evaluation



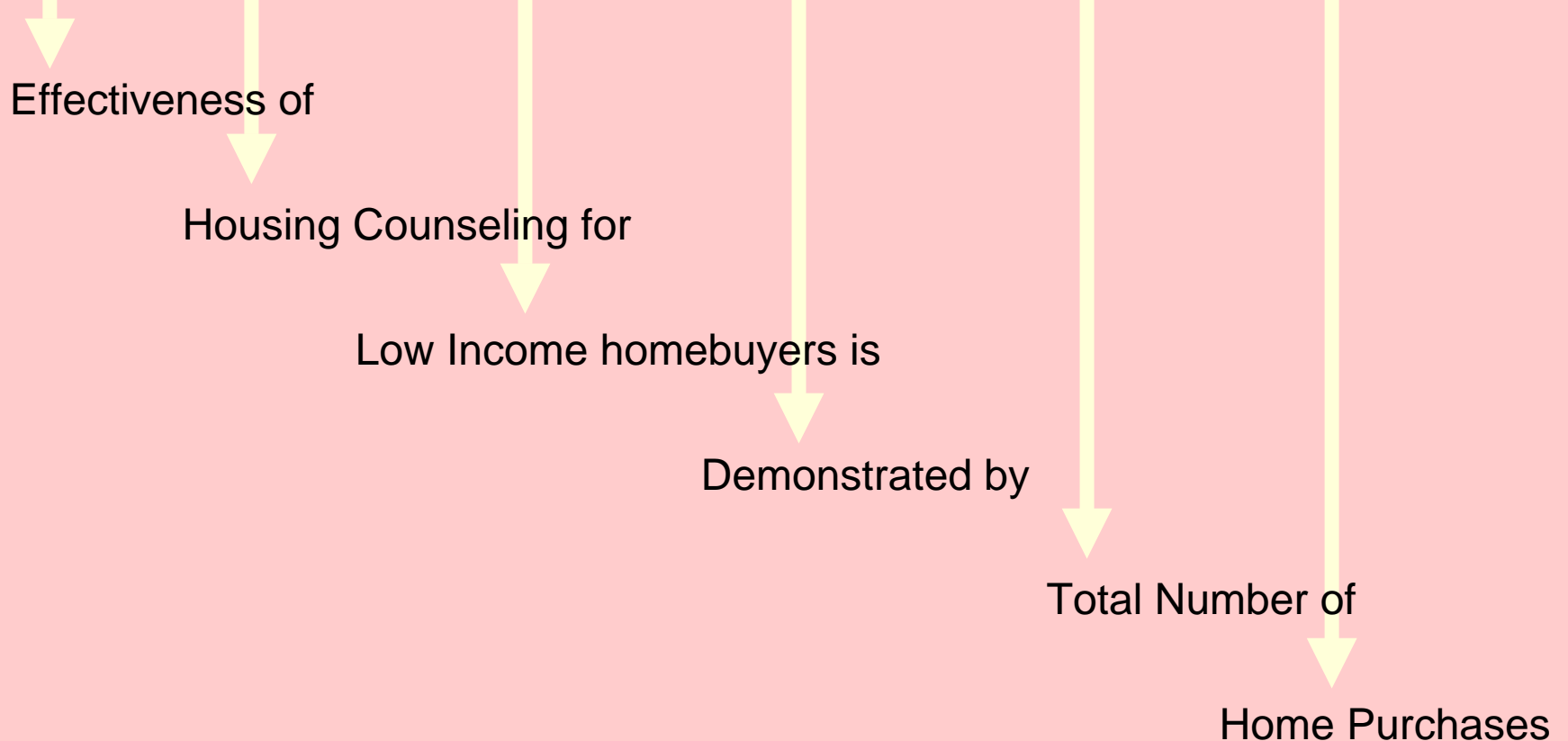
Proper Specification of Activities, Outputs, & Outcomes

- Activities are Modalities of intervention
- Outputs are Quantifiable Efforts and Events by the program.
- Outcomes are Quantifiable Changes in the Problem or Need.



Composing an Evaluation Statement

[Utility] of [Activity] for [Problem] is [Evidenced] by [Measure] of [Outcome]



(exp.12/31/2006)

Office of Departmental Grants Management and Oversight

Program Name: _____						Component Name: _____			
Strategic Goals	Policy Priorities	Problem, Need, Situation	Service or Activity	Benchmarks		Outcomes		Measurement Reporting Tools	Evaluation Process
				Output Goal	Output Result	Achievement Outcome Goals	End Results		
1		2	3	4	5	6	7	8	9
Policy		Planning		Intervention		Impact		Accountability	
				<u>Short Term</u>				a. b. c. d. e.	
				<u>Intermediate Term</u>				a. b. c. d. e.	
				<u>Long Term</u>				a. b. c. d. e.	

An Example of Completing Column 8:
In filling in Column 8, there are five components.
Each part (a) through (e) may include several items.

a. Tools

Credit report
Mortgage agreement

b. Where Data are Maintained

Case record, case file
Agency MIS

c. Source of Data

Credit Bureau
Mortgage application in bank

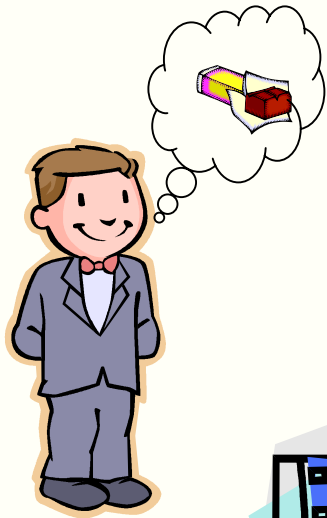
d. Frequency of Collecting and Reporting

Collection at initial meeting of applicant
Reporting weekly

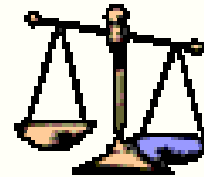
e. Process of Collecting and Reporting

Collecting agency secures signed confidentiality statement from applicant. Data is then entered on-line from the credit bureau or bank and shared with the agency. Weekly report generated to supervisor.

Different Types of Scales



Simple Yes-No Criterion
Do you like the Candy Bar?



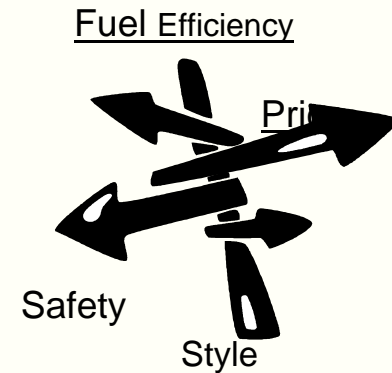
Yes / No



Single Sliding Scale
Did you like the movie?



Multiple Sliding Scales
What do you think of this car?



Preparing a Logic Model for the Aging In Place and Affordable Housing Program

Column 1	<p>What HUD Strategic Goals does this program address?</p> <ul style="list-style-type: none">•a: Increase homeownership opportunities.•b: Promote decent affordable housing.
Column 1	<p>What Policy Priorities, if any, are you the applicant, going to include?</p> <p>a.Providing increased homeownership and rental opportunities for low and moderate income persons, persons with disabilities, the elderly, minorities, and persons with limited English proficiency.</p> <p>b.Improving our nation's communities.</p> <p>c.Encouraging accessible design features.</p> <p>Identify the Problem, Need or Situation in Pleasantville.</p>
Column 2	<ul style="list-style-type: none">•Youth do not graduate from high school and lack the skills and education needed to enter the work force.•Elderly residents need support in their activities of daily living enabling them to stay in their own homes.•Lack of safe, affordable single family housing. <p>Identify the services/activities to be provided.</p>

Column 2

Identify the Problem, Need or Situation in Pleasantville.

- Lack of safe, affordable single family housing.
- Youth do not graduate from high school and lack the skills and education needed to enter the work force.
- Elderly residents need support in their activities of daily living enabling them to stay in their own homes.

Column 3

Identify the services/activities to be provided.

- New construction of 35 single-family homes over a three-year period, October 2005-October 2008
- Case management; and housing counseling, home maintenance and budgeting courses for low-income buyers.
- Establish and monitor sweat equity requirement for low-income home buyers.
- Operate an apprentice program to train high school dropouts and high school graduates in the building trades. Services include:
 - Classroom and OJT training related to the construction trade.
 - Case management support for health care and social services.
 - Budget counseling.
 - Education to include G.E.D., high school and college.
- Provide case management, transportation and recreational services to elderly residents.

Column 4

Purchase and develop 35 building lots.

Obtain permits.

Prepare environmental statements.

Develop architectural drawings.

Prepare and file legal documents.

Obtain financing.

Identify potential low-income sweat equity homebuyers.

Six (6) low-income home buyers will receive case management, and attend housing counseling, home maintenance and budgeting courses prior to purchase of their home.

Six (6) low-income home buyers will participate in their sweat equity requirement before closing on the home.

Ten (10) low-income home buyers will receive case management, and attend housing counseling, home maintenance and budgeting courses prior to purchase of their home.

Ten (10) low-income home buyers will participate in their sweat equity requirement before closing on the home.

Recruit and enroll 20 apprentices program from a group of low-income high school dropouts and high school graduates.

Provide classroom and OJT training in construction trades to 20 apprentices.

Provide education support to apprentices including G.E.D., high school diploma and higher education to 20 apprentices.

Twenty-five (25) elderly citizens were able to:

Keep their medical appointments, purchase groceries, attend movies and plays and visit family.

Twenty (20) elderly citizens were able to:

Keep their medical appointments, purchase groceries, attend movies and plays and visit family.

Column 6

Identify the outcomes resulting from the services/activities.

- Fifteen (15) homes will be built and sold the first year, 10/05-10/06 of which 9 are for upper income purchasers and 6 are for low-income purchasers. Two homes are for persons with disabilities.
- Six (6) low-income home buyers will complete housing counseling, home maintenance and budgeting courses and will receive a certificate from PAHD.
- Six (6) low-income home buyers will complete their sweat equity requirement and be “signed off” by PAHD before closing on their home.
- Ten (10) homes will be built and sold the second year, 10/06-10/07 of which 3 are for upper income and 7 are for low-income purchasers. Three homes are for persons with disabilities.
- Seven (7) low-income home buyers will complete housing counseling, home maintenance and budgeting courses and will receive a certificate from PAHD.
- Seven (7) low-income home buyers will complete their sweat equity requirement and be “signed off” by PAHD before closing on their home.
- Ten (10) additional homes will be built and sold the third year, 10/07-10/08, all of which are for low-income purchasers.
- Ten (10) low-income home buyers will complete housing counseling, home maintenance and budgeting courses and will receive a certificate from PAHD.
- Ten (10) low-income home buyers will complete their sweat equity requirement and be “signed off” by PAHD before closing on their home.
- Graduate 12 of 20 or 60% of persons from the apprentice program.
- Eight (8) of 12 or 67% of apprentices will complete their high school education or receive a G.E.D.

Column 8 Identify the Measurement Reporting Tools.

a.

PAHP MIS

Daily activity log.

Weekly report.

Monthly progress report.

Case mgt. records.

b.

PAHP server, in field office and headquarter files, social service division in field office.

c.

Field office, social service division, housing authority, schools, homes of the elderly.

d.

Data collected at time of encounter, daily and weekly and monthly reports generated.

e.

Data is entered into agency MIS which produces the daily, weekly and monthly reports. Ad-hoc query is also available.

Column 9

Identify the Evaluation Method and Process.

An evaluation plan will be submitted with the project work plan. It will track all project implementation activities, Outputs and Outcomes following the timetable. Both plans will be reviewed monthly and deviations from the plan will be documented and explained. Comparisons will be made between projected and actual numbers for both Outputs and Outcomes.

Analyze data to determine:

- (1) Number of apprentices who complete program.
- (2) Number of apprentices who get employment in construction trade.
- (3) Number of apprentices who complete GED, HS, or college degree.
- (4) Number of low income persons who purchase a home with sweat equity.
- (5) Number of Elderly receiving CM services who remain in their own homes.
- (6) Number of homes constructed
- (7) Number of constructed homes purchased by low income persons.

Compare numbers against projected goals.

